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AESTRACT

Four hundred and two fifth graders, 297 from 34 public schools and 105 from 14 parochial schools in Springfield, Massachusetts, participated in the second year of a reading enrichment project during 1967-68. The major cost categories of the program are reported in this document as well as the three major objectives. The overall objective is defined as an effort to create a situation in which the children could think and talk creatively about their reading experiences. Also included are lists of the books used, the guidelines for selecting children and organizing groups, and suggestions for activities. The children, parents, principals, liaison people, and teacher-leaders involved in the project were questioned for their responses to the program, and the results are presented. The enthusiastic responses as to the success of the program led to several general conclusions which are included. (NH)

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

FIFTH GRADE READING ENRICHMENT PROJECT - ESEA Title III Project, P.L. 89-10

Report for 1967-68

I. Statistics

Number of children involved		402
Public school	297	
Parochial school	105	
Number of schools involved		48
Public	34	
Parochial	14	
Number of teacher-leaders (each leader responsible for two groups of children)		12
Number of meetings with each group		12
Book discussion meetings	10	
Field trips	1	
Other special programs	1	

Evaluation

Number of children responding to questionnaire	335
Number of parents responding to questionnaire	252
Number of principals responding to questionnaire	37
Number of teacher-leaders responding to questionnaire	12

Cost

For teacher-leaders (including in-service meetings)	$16,839.44
For books	1,825.68
For bus transportation	9,081.00
Other	461.95
Total	$28,208.07

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II. Narrative description of the program

Objectives

The program had three major objectives:

- to provide an opportunity for good fifth grade readers to read and discuss a group of outstanding books of a difficulty beyond that they would usually meet in their classrooms at this level

- to provide enrichment activities through seeing and hearing a famous poet taking a field trip to a spot of great literary interest, and enjoying information supplied by their teacher-leaders which they would not ordinarily meet in the regular classrooms

- to provide a chance for these good readers to meet their intellectual peers from other schools. Whenever practicable, schools were paired so that integration of the races and of children from socially deprived areas with those from socially favored ones resulted.

Teacher-leaders

All but two of the teacher-leaders who had served in 1966-67 remained for a second year and thus brought to the program a greater confidence and know-how than they had had during the first year. The twelve leaders and two substitutes were all college-trained women in the community who had an interest in books and children. They met five times during the year for evening sessions with the director in which the purposes of the program were discussed and specific suggestions for management of the groups were made by both the teacher-leaders and the director. The teacher-leaders were a very cohesive group and very willing to share with each other so that these evening meetings were a pleasure and very worthwhile. At the end of the year, the leaders prepared a handbook of suggestions which has proved very useful.

The overall objective was to create a situation in which the children would think and talk creatively about their reading experiences. The

leaders were urged to motivate the children for their reading and to supply background information necessary for understanding. However, they were asked to make the teaching as inductive as possible during the discussion periods, drawing ideas from the children themselves. The children were to be given every opportunity to express themselves: no idea a child might have was "wrong" unless it was actually a misstatement of fact.

The leaders were helpful in suggesting books for the children to read and several new titles were added during the year. The following (all in paperback) were used by at least one group during the year; many were read by several groups. The teacher-leaders were given much freedom to choose books which they thought would be most suitable for their groups:

Adamson	Born Free
Aesop	Fables
Barrie	Peter Pan
Buck	The Big Wave
Carroll	Alice's Adventures in Wonderland
Chute	Stories from Shakespeare
Dickens	A Christmas Carol
Gibson	The Miracle Worker
Gipson	Old Yeller
Grahame	Wind in the Willows
Grimm	The Frog King and Other Tales
Hamre	Leap into Danger
Kipling	Captains Courageous
Kipling	Jungle Books
London	The Call of the Wild
Richter	The Light in the Forest
Sperry	Call It Courage
Steele	Perilous Road
Twain	The Prince and the Pauper
Vivian	The Adventures of Robin Hood
Wyss	Swiss Family Robinson

Selection and Organization of Children

In a bulletin to principals and liaison persons in parochial schools, the following guidelines were set up for selection of the children:

-a strong interest in reading and desire to join such a group. The teacher-leaders in 1966-67 indicated that this was the most important factor in the child's enjoyment and success.

-test results or classroom observation which indicated that the child was reading above the average of his grade in his school. This program is not for the slow or handicapped reader. He is not able to keep up with it. The better his reading ability, the more he will probably enjoy the program.

-a good attendance record in school

-parental approval in writing

The number of children from each school was prorated on the basis of the fifth grade enrollment in the school.

Schools were paired or grouped so as to achieve the best possible combinations of the following:

-Negro with white children

-children from low socio-economic areas with those from high socio-economic areas

-public schools with parochial schools

Bus schedules interfered to some extent with ideal groupings of schools, but the best combinations possible were made.

Discussion Group Meetings

The children met on alternate Tuesday afternoons from 1:30 to 3:15 for their discussion meetings. They read an assigned book between each two discussion meetings, all children in the group reading the same book. Each teacher-leader handled two groups; thus the leaders were working every Tuesday. During these meetings a minimum of one hour was devoted to discussion

of the assigned book with as much of this time as possible devoted to the children's own expressions of opinion.

Other activities carried on during their meetings included the following. Each teacher-leader was free to use his discretion in planning these "other" activities. Those which were particularly successful are starred:

*play reading
*informal dramatization
*poetry reading
*word games
*listening to recordings
*having children formulate their own questions about books read and act as discussion leader during period of discussion of their question
*interpreting stories through dance
*discussing stories and poems related to the basic book under consideration. For example, O. Henry: "Gift of the Magi" with The Christmas Carol
writing poems
writing descriptive pieces and original stories
demonstrations of Braille
choral reading
reading to the group by leader
charades
art work
debates
twenty questions game adapted to the program

Special Occasions

There were two special occasions for all children:

1) All of the children gathered for one large session in a junior high school auditorium, to see and hear David McCord. For many children this was a first experience in meeting a living poet or author. Mr. McCord talked informally and delightfully to the children and read from his poems. Prior to this meeting, many of the children had written poetry. Transparencies were made of several examples of the children's poetry. These were shown on a large screen, and Mr. McCord commented and made suggestions to the

young poets.

2) All the children, in four subgroups, went to see the Mark Twain Memorial in Hartford, Connecticut. They had been prepared for this occasion by learning a good deal about Mark Twain's life and by reading excerpts from his work. This proved to be a very worthwhile excursion.

III. Evaluation

Evaluation was carried out in the following ways:

- study of attendance records
- observation by the director
- questionnaires completed by the following groups:
  - the children themselves
  - parents of the children
  - principals and liaison persons in the schools the children attended
  - the teacher-leaders of the groups

Attendance

This program was voluntary. The following facts, therefore, seem significant:

Number of children who started in the program 402

Number of dropouts 31

Because of moving out of town 12

For other reasons 19

"Other reasons" included illness and conflict with other activities. In the program 171 children had perfect attendance; 114 were absent only once.

Director's Observation

The director's observation was limited by the press of other duties. However, most of the groups were visited at least once during a discussion period. Wherever visits were made, there was good evidence that almost all of the children had read and enjoyed the assigned books. This represents a large amount of reading for children of this age.

In most instances children were spontaneous and enthusiastic in discussion and seemed to welcome the opportunity to express themselves freely. At first, some children were apprehensive about this freedom, and it took considerable skill on the part of the teacher-leaders to draw them out. The best situations were those in which the children themselves took the conversational ball and carried it without much direct questioning from the leader. Considerable depth of discussion developed, particularly in relation to books like The Big Wave and The Miracle Worker. Growth in ability to talk freely and relevantly is one of the outcomes of the program.

Cooperation with the parochial schools was always pleasant and profitable.

Evaluation Questionnaires

From the children

1. What was the best book you read?

	Responses
Old Yeller	102
The Miracle Worker	43
The Big Wave	27
Call It Courage	27
The Call of the Wild	27
Born Free	16

Thirteen other books were named as first choices by one or more children. First and second choices were the same as in 1966-67.

It should be remembered in appraising this survey of interests

that not all the titles were read by the same number of children. Perilous Road, for example, was a new book in the project and not added until the middle of the year. Nevertheless, twelve children named it as first choice.

2. Why was this the very best book?

The most common answer (89) was "lots of action and suspense." Forty-seven children said they loved to read about dogs and animals twenty-four liked the characters and plot of a story; thirty-nine liked the style of writing; sixteen liked stories of real people. Other answers, some of which appeared only once or twice on the children's papers, were these: "best ending," "gave history as well as fiction," "book had meaning," "told of crippled people," "the book was sad," "I had never read Shakespeare before," "something I could get involved in," "I wanted to compare it with the movie," "it showed you can overcome fear." In all, children gave thirty-five different reasons for their choices of best book.

3. What book was next best?

	Responses
Old Yeller	57
The Miracle Worker	41
Call It Courage	42
The Big Wave	35
The Call of the Wild	26
Robin Hood	26

For the most part, this list merely confirms the preferences stated in answer to question 1.

4. Did you read all, or almost all, of every single book your group had?

	Responses
Yes	201
No	130
No answer	4

If you did not do so, why didn't you?

Did not like the particular book	50
Did not have time	30
Book was hard to understand	10
Child was sick	10

Other reasons were scattered. Since the children agreed when they were selected as members of the program that their part of the bargain was to read the books assigned, the number who did not complete the reading is somewhat disappointing. However, in most cases, it was only one book which the child did not finish and, when one considers the reading habits of adults in a similar situation, perhaps children should have the right to neglect the reading of something they really do not enjoy. The children took this question very seriously and may have been harder on themselves than their teachers would have been.

5. You probably did all these things in your meetings. Check the one you liked best.

	Responses
discussed books	116
listened while your leader told about a book or an author	42
listened while your leader read poems or another book	50
took part in dramatization	121
no response	6

It is obvious that the children preferred activities in which they took an active part.

6. Think about everything you did while you were a member of your group. What one thing did you do that you expect to remember for the longest time?

	Response
visit to the Mark Twain House	214
hearing David McCord	27
the books we read	26
acting out plays	20
the book discussions	16

The overwhelming response to the field trip is probably partly due to the fact that the evaluation sheet was completed at the very next meeting after this trip. It tended to make other activities fade into the background at the moment. Nevertheless, the trip was a great success and a very good learning experience in the opinion of all adults who were associated with it. The guides at the Mark Twain House are a group of remarkable women who do much more than "show a group of children through." Also, the leaders had done a splendid job in preparing the children for the experience.

7. What did you think about the length of the discussion meetings? Check one.

	Responses
They were too short	42
They were too long	77
They were just right	215

The discussion meetings were fifteen minutes shorter than during 1966-67.

This seems to have been a good change since fewer children thought them too long and more said they were "just right."

8. If you had a chance to join next year, would you do it?

	Responses
Yes	290
No	41

If you would not, why not?

Seventeen different answers were given of which only the following represent the opinion of more than one child:

Reading takes too much of my time.	9
Miss too much school work (Children were excused from regular classes for 1½ hours on the afternoons when the groups met.)	6
Meetings too long	6
Meetings boring	3
Didn't enjoy bus ride	4

9. Did you enjoy working with children from other schools?

	Responses
Yes	301
No	24
No response	10

Tell why.

Affirmative replies

Make new friends	120
They are very nice, friendly, kind	36
Different ideas and opinions expressed	70
Like to work with different people	25

Seven other affirmative opinions were expressed by smaller numbers of

children. Four children felt that it "makes no difference where pupils come from."

Negative replies

Children from other schools "fooled around"	9
It is better to work with those you know	4
Some were snobs.	3

Other negative reasons were expressed by only one or two pupils.

There was little or no indication in the children's replies that they were conscious of racial, economic, or social differences.

From the parents

1. How has your child reacted to his experiences with his enrichment group on Tuesday afternoons?

Like the children, the parents took the evaluation forms seriously. They often wrote at length. Nearly all replies were favorable to the program.

	Responses
Positive responses	238
Negative responses	5
No response	9

The following are typical replies to this question:

"He had enjoyed the sessions very much. He seldom talks about what he is doing in school without being asked, but he has volunteered information about his enrichment group."

"K..... very much enjoyed meeting with a mixed group from two schools. He looked forward to the Tuesday afternoon meetings and regretted it was not a weekly affair."

"J.... hasn't reacted dramatically but does ask more questions - probing questions about books. He has always had a good appetite for reading and now his taste has matured."

2. Some of the activities of the groups have been as follows. Please check the ones he has talked about at home and has seemed to like best:

	Responses
discussing books	185
listening while the leader read to the group	59
listening while the leader told the group facts about books and authors	123
taking part in dramatizations of parts of stories	99
going to hear a poet speak	173
going on a field trip to Hartford	241

It is interesting that the children's overwhelming preference (as stated on their evaluation sheets) for the field trip to Hartford is not complete reflected in the parent evaluation. Parents probably have a more reliable long range estimate of the children's interests than the children themselves.

3. Can you observe any change in his reading habits and interests? If so, what change do you see?

Fifty-one parents could see no change. Often they stated that the children had always been interested readers. Among the kinds of change which 191 parents found in their children's reading were the following:

	Responses
Enjoys reading and reads more often	73
Reading is more mature, selective, varied	64
Reads better and with deeper understanding	27
Recognizes more words and reads faster	9
Discusses books with family	7

Other answers were scattered.

4. If you had a chance to look at the paperback books your child has read in preparation for his Tuesday meetings, we would like to know what you think of our choice of books for the children.

	Responses
Choice was good, very good, interesting, excellent	166

Choice gave pupils wide range in types of literature	30
Some were too difficult	14
One or two appealed to boys and not to girls	7
Some didn't hold children's interest	5
No response	15

Three parents did not approve of The Light in the Forest and The Call of the Wild. They offered no reasons. Two parents thought the books were not challenging enough. Objections to specific books were usually on the basis of difficulty of reading; for example, The Prince and the Pauper and The Christmas Carol were both cited by a few parents as too difficult because of the old-fashioned language. On the other hand, a similar few parents felt there should have been more of the older classics of the type represented by these two books. On the whole, parents approved very strongly of the choices offered.

5. Would you recommend the program to other parents of fifth graders? Please give your reasons.

	Responses
Yes	250
No	2

Some of the reasons for approval were the following:

Program activates interest in reading	86
Program improves reading ability and habits	42
Develops new reading interests	42
Helps the child to mature	12
Enriches the regular program offered in the schools	9
Builds confidence in self-expression	10
Encourages exchange of opinion	7

Nine other reasons were given by one or more parents.

Two parents' responses, of a great many that were very enthusiastic, are quoted because their emphasis is so different. One parent was

primarily concerned that the program develops reading skill and taste; the other was concerned for the effect the program had had on her child's personality and attitudes.

"I think the program is beneficial to the student as it gives confidence, an opportunity for outside study, and can be a source of pride to a child which goes far in developing a well-rounded and secure adult."

"I definitely would recommend the program not only for fifth graders but right through eighth grade because I would like to see my child and other children come to appreciate good literature. Such a program enables a child to broaden his reading interests, improve his vocabulary, and learn more about different authors. This to me is important during the formative years as a preparation for high school and college."

From the principals and/or liaison persons in the schools

1. What has been the reaction of the children from your school to the books.

1. What has been the reaction of the children from your school to the books?

All responses were positive, many of them enthusiastically so. A few individual books elicited some negative reaction: The Prince and the Pauper and The Christmas Carol, for example, were cited as too difficult because of the language in the books.

What was the reaction to the leader?

All reactions were favorable. Most respondents stressed the strong individual attention provided by the leaders and the variety they succeeded in introducing into the program. Two principals noted an improvement in the handling of the groups over the same period in 1966-67, an improvement which came, no doubt, from more experience on the part of the leaders.

2. Do you think the best selection of pupils was made from your school? If not, what changes would you make?

	Responses
Yes	32
No	3
No response	2

The principals suggested some changes which might be made. They thought more initial attention should be given to the depth of interest the child has in joining the group; the child should want very much to become involved. They stated that selection came too early in the year for fifth grade teachers to know the pupils well and suggested that the fourth grade teachers might make a tentative selection in the spring of the preceding year. Many principals suggested that the program should be extended to a much larger number of children.

3. <u>If you had an opportunity to observe the group in action, what did you see that you liked as you watched the group?</u>

The following were mentioned by one or more respondents:

- the informality of the meetings
- freedom to discuss and express opinions
- alertness of children
- enthusiasm of teacher-leader
- pupil acceptance of each other

<u>What did you dislike</u>?

The following were mentioned by one or more persons:

- over-permissiveness of the teacher-leader
= too much time wasted in settling down after the bus ride

4. <u>What is your observation, positive or negative, concerning the effect of pairing the children from less privileged environments with children from more privileged environments?</u>

Twenty-one positive statements were made, including the following:

"Children all seemed the same to our children. This, I believe, is the result of our group having had Open Enrollment children for three years."

"An excellent arrangement. Students made new friends and enjoyed each other's company."

"Our students made no comment about this situation. They adjusted very nicely and were always anxious to return for lessons."

"The children seemed very happy about working with children from other areas."

"There is some broadening of social horizons".

"Our youngsters seemed to enjoy the experience. Their comments indicate that they profited from having met children less privileged than they are."

"Reaction is positive. Here is where the skill of the group leader is needed. Surely if these pupils, who are our leaders, can't be paired, the program would be ineffective."

"I think it is good but I think sometimes the less privileged do not contribute as readily."

"Our children learned a great deal. They became aware of how much the home background plays in a person's life."

Negative comments:

"The children from less privileged environments showed less enthusiasm. Could this have been lack of self-confidence or lack of motivation from home?"

"I believe it has merit; however, the top children in deprived schools might not be able to keep up with the top children in the non-deprived schools. This being the case, a poor attitude and a feeling of inferiority could develop."

"I have seen two different reactions. This year's group responded a little bit better than last year's group. Last year they tended to let the children from the more privileged school do most of the talking. This year's group took part more. However, they still didn't make the contributions which the other group made. Behaviorwise, however, the less privileged group far outdid the others. Mrs. F..... had to work much harder to control the more privileged children."

Since the pairing of children was a major aspect of the program (note the third objective, p. 2), the answer to this question was studied with particular care and many answers have been quoted. The total impression one has is that the principals and liaison persons were very much in favor of the idea behind the grouping of the schools but were not aware of much objective evidence as to how well it was working. Possibly this very fact is significant: one would like to believe that the children took each other so much for granted that it just didn't matter that

some children were from very comfortable homes and others from quite deprived homes, that some were Negro and others white, etc.

5. What do you think about the length of the discussion meetings? Check one.

	Responses
Too short	1
Too long	7
Just right	23

Four respondents felt that the time should be cut by thirty minutes.

6. If we are funded, we shall continue the program next year. What suggestions do you have for improvement?

Each of the following suggestions was made by one or more respondents:

More children should participate.
Children should share experiences with other fifth graders in their own classes.
Program should be extended to other grades.
Include readers of average ability.
Have more dramatizations.
Shorten bus routes.
Plan follow-up for parents.
Invite teacher representative from attending school to observe
Let teachers select pupils at end of grade four.
Consider another day of the week. Many conflicting after-school activities on Tuesday because of early closing.
More books of poetry.
Alternate meeting places.
Better scheduling in advance.
Weekly meetings instead of every two weeks.
Taping of book discussions to be heard by children in regular classrooms.

For the teacher-leaders

1. What books have you found to be most successful with your groups? List 3.

	Responses
Books receiving more than one mention are the following:	
The Miracle Worker	14
Old Yeller	12
Call It Courage	11

The Light in the Forest	8
The Call of the Wild	6
The Big Wave	5
Robin Hood	5
Peter Pan	2
Stories from Shakespeare	2
Born Free	2
Swiss Family Robinson	2

2. List all books you used with each of your groups.

See page 3 of this report.

3. Was any book or books really unsuccessful? Why?

The following books were named:

	Responses
The Prince and the Pauper	6
Peter Pan	2
The Call of the Wild	2
The Light in the Forest	1
Robin Hood	1

It should be noted that four books which were named as very successful by some teacher-leaders were considered "really unsuccessful" by others. The obvious comment would be that it is not so much the book as the makeup of the group and, perhaps, the leader's own interest and enthusiasm which make the difference.

4. What activities (other than the book discussion) did you use with the children in the regular meetings? Star one or two which you thought were particularly successful.

See page 5 for this listing.

5. For what proportion of the children in your groups was this kind of program really appropriate? Check one.

	Responses
All	3
90%	9
75%	2
50%	4

If you felt the program did not fit some of the children, tell why.

As the facts listed above indicate, there was some degree of dissatisfaction among the teacher-leaders concerning the choice of children for the program. They gave these reasons:

> Some children were not stable enough for such a program with the excitement of the bus ride, the new experience of working with strange children, etc.
>
> Some children just weren't well motivated. This program, geared as it is to a high level of reading and interpretation, presupposes that the children are already readers when they come into it.
>
> Some children did not have good enough reading skills to cope with the reading which most of the children did easily.
>
> Some children were pressured by parents to attend.
>
> A few just couldn't concentrate long enough.

6. Was the physical setup for the group meetings satisfactory. If not, why not?

	Responses
Yes	20
No	4

Some of the Springfield schools are crowded, and it is difficult to find room for special activities such as this.

7. Was the combining of privileged with less privileged youngsters a success?

	Responses
Yes	9
No	6
Does not apply (no real discrepancy in background among the children in the group)	9

What makes you feel as you do about this?

Representative comments concerning groups in which real differences

existed were as follows:

"The gap was too wide. The more privileged children made an effort to accept the other group, but they were annoyed by the poor behavior and lack of actual participation by the less privileged group."

"This group became good friends right from the start. They greeted each other warmly and seemed to melt into one big group."

"These two groups mixed completely from the beginning. When a Negro transferred from B.... she was accepted right away. The others even felt free to get after her for talking too much."

"Whereas the language of the target area children was less polished, their thoughts and discussions produced mutual liking and respect."

"I was distressed to find that even at the end of the year, the one colored child from C.... was not accepted by the P.... children, although the two white children from C... were accepted. Even the one colored child from P... seemed to ignore her. In the future, I would suggest that at least two Negro children be bussed together for mutual support."

" I saw no condescension on the part of the more privileged children and some even seemed annoyed when I correct[ed] the less privileged children for disturbances."

"There was little rapport between the two groups, as one was attentive and motivated; the other, disruptive and aggressive."

"At G.... there was some feeling by the less privileged visitors that the G... School was 'to good' and the students there uncooperative."

8. Were the special activities (David McCord, the field trip) successful from your point of view?

	Responses
Yes	12
No	0

What changes would you suggest?

Would prefer to have some special activity come earlier in the year.

Would like one additional event - preferably something in live theater.

Smaller audience for a meeting like the one with David McCord.

Guided tour of main branch of city library.

Tour of Thornton Burgess home in Hampden.

9. What do you think about the length of the discussion meetings? Check one.

	Responses
Too short	0
Too long	3
Just right	9

Two leaders suggested a 15 minute cut in time.

10. Comment on the meetings for the leaders: frequency, content of meetings, etc. What would make them more helpful?

Response was very favorable. The leaders liked the fact that these meetings are unstructured and provide opportunity for leaders to help each other.

Suggestions:

-more frequent meetings

-more help from the director on how to teach literature

-a written leaders' guide or course of study

-group discussions of actual books

-more information about fifth grade reading interests

General Summary

The extensive evaluation of this project reflected very positive reactions on the part of each group surveyed: children, parents, principals, and liaison persons, and teacher-leaders. Apparently the program is serving the children well and meeting a need among them. This very enthusiastic response has led to the recommendation to the Springfield

School Committee that the program be continued with local funds. The Committee has recommended that this be done.

The following general conclusions seem warranted:

1. In the selection of pupils the most important factor, other than a reasonable degree of reading ability, is the child's desire to be a member of the group. He must already be motivated if he is to profit from the broad reading in depth which the program requires. Other types of programs need to be devised for reluctant readers, whether their reluctance is a product of their lack of skill or their lack of interest.

2. When wisely selected for such a program, the children respond with enthusiasm and with a mature perceptiveness which is surprising to anyone who has not seen it happen.

3. Teacher-leaders, like those Springfield has been able to recruit, bring something to children which their regular classroom teachers sometimes are not able to give. They have a very positive contribution to make to the work of the schools. They seem to be able to do this with a minimum of training.

4. Whether or not the program has had any important effect upon the total city effort to integrate the races and the children from varying social and economic levels into a harmoniously working group is debatable. The evaluation provides some evidence that progress is being made; however, in some of the groups, there were problems, none of them very serious, but still problems. Also, it is hard to know whether this program itself is responsible, positively or negatively, for any changes that may be observed, or whether such changes are the result of the much broader effort along these lines which the city is making. At the moment,

the evidence is not at all clear.

5. The kind of parent enthusiasm seen in the evaluation of this project is particularly desirable at a time when criticism of the schools is so widely prevalent in every part of the country.

Approved:

Thomas J. Donahoe
Deputy Superintendent